The Effect of the Educational Environment and Commitment on Private University Students in Pathum Thani Province

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Abstract

The purposes of this study were: 1) to investigate the degree of commitment among private university students in Pathum Thani; 2) assess the degree of environmental factors within a relationship with ties to the private university students in Pathum Thani; and 3) to guide the development of commitment among university students in Pathum Thani. The sample includes 400 students learning at four private universities in Pathum Thani Province to indicate a significant positive relationship between education environment variables and the commitment of students. The instrument used in the study was a questionnaire distributed for data collection from 400 university students. Statistical values used in the analysis included percentage, mean, and standard deviation, while testing of hypotheses was done by statistical multiple regression. The findings of this study should prove valuable as a resource for learning, support of students and creative activities for relations between instructors and students. In sum, this study showed that private universities should carefully consider the relevant commitment and education environment as well as the degree of activities adoption for digital education in universities.

Keywords: *Education environment, Commitment, Private University*

1. Introduction

Many problems about education in Thailand have previously been researched, including those which potentially affect the long-term future. Problems caused by the emerging borderless world appear to be more concentrated in nations such as China, India, and Vietnam as well as many nations in Latin America. The result of educational impact on the country is also felt in areas such as economics and social norms. However, study on the effects of learning environment on learning approaches in higher education, which offer courses in the field of commitment, are still scarcely found. Higher education is recognized as one of the various disciplines of education that can be developed as a framework for the preparation of plans concerning economic and social development as detailed in the 12th National Economic and Social Development Plan (2017-2021).

Particularly in the preparation of manpower and the empowerment of the population in all age groups, the focus is on improving the quality of human capital of the country through the development of skills to meet the needs of the labor market and the qualities necessary for life. This is possible by elevating the quality of educational excellence. This notion is fundamentally important for developing countries so that they can meet targets under the defined national strategic framework.

Educational institutions are critical to improving the quality of human capital, especially institutes of higher education, which comprise the agencies responsible for providing university-level education to students. The youth with quality and value will propel the nation into the future and make it a major force. By learning to effectively function as a key component of education, they can provide value to learners in the classroom and out. This is accomplished by delivering courses that meet the needs of the labor market. To deliver value to the environment and society, education is provided to facilitate the learning and future productivity of students. Convenience for students, both physically and mentally, is a major concern. The environment and the instructor can provide the advice needed to make a living in institutions for students as well.

The operation of education institutions is as follows. In addition to helping improve the lives of the students, they also create bonds between the school and the students to ensure strong sustainability. While

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students have a sense of commitment to education, the institution aims to produce graduates that are valuable to society. These factors will affect the outcome behavior (Mathieu & Zajac, 1990). Graduate students are responsible for the institution or the education and awareness of social responsibility as a commitment to the institution. Mercer (2009) proposed that the level of organizational commitment is a way to demonstrate the capabilities of the organization. Thus, this study attempted to understand the educational environment factors in which students make a commitment to the institution, which will give institutions the ability to better manage the quality of the learning environment for students in the future.

Study concerning commitment has been the significant link between the students and the institution. This article reveals research findings on the relations, referring mainly to private universities. Thus, this work seeks to alleviate the scarcity of studies on private university commitment by studying four universities in Pathum Thani Province. Private universities in Pathum Thani Province were introduced into the education system to provide opportunities for students with quality education to fulfill the potential of human capital. Initially, this was by supporting the learning environment for students. Learning environment refers to the physical, social and academic aspects of the environment, as well as the context in which learning occurs that affects the students' commitment and achievement. Kuert (1979) used a self-reporting questionnaire in a study to assess the psychosocial environment. The students' perceptions were utilized to evaluate the learning environment, which is essential because the students are directly involved in the learning environment. Further, the learning environment could reflect the level of commitment.

The nature of this research is quantitative and descriptive. For data collection, a questionnaire was devised and distributed to the students of private universities in Pathum Thani Province. Descriptive and regression techniques were used to analyze the data.

2. Objectives

The purposes of this study were:

1. To investigate the degree of education environment factors and the commitment of students in private universities in Pathum Thani

2. To assess the relationship between education environmental factors and commitment of students in private universities in Pathum Thani Province

3. To guide the development of commitment for institutions and students in higher education

3. Materials and methods

This section presents the theoretical framework defined as necessary to help to understand the adopted approach. Therefore, the following two themes are considered: Organization commitment and Environment factors.

3.1 Organization commitment

The concept of organization commitment has popularity in the literature of organizational behavior studies. Of all the factors of commitment, organizational form receives the most attention. Of all the individual characteristics and attitudes within the organization, commitment is the major focus of academic study (Cohen, 2014).

The creation of competency in an organization is made from the role of the individual characteristics in the organization as a source of organizational competency. Increasing competency in organizations has been experienced for the effective participation, involvement, coordinated will and effort of members in the organization, which can be translated into high-quality learning and commitment from the workforce in relation to the implementation of vision, mission, strategies, and goals, which aim at the stability and growth of the organization.

Based on the relevance of commitment within the organizational context, there is a need to understand the concept of commitment, the models of commitment and commitment variables. Meyer and Allen (1991) studied the way of using the conceptual model proposed by the theoretical model of commitment as analyzed under many variables (i.e. affective, normative and instrumental dimensions). Normative commitment is a type of commitment to the organization that derives from the fact that the

members believe they must work due to conscientious and for ethical reasons. The sources of normative commitment can be as follows: Employees must be treated with much favor by the organization's management; the employees have worked in the organization for a long time; the organization has been a life-saver for the employees in difficult times; the services provided by the organization are considered socially and spiritually important (noble) duties (Bozlagan et al., 2010).

For this study about commitment in private universities, the researcher used a concept from the above literature review, which evaluates the construct using three dimensions including Physical environment factors (PY), Academic system factors (AM) and Social factors (SC). Each of them is measured by five items. For commitment, each was measured by means of five items.

3.2 Environment factors

Many studies have evolved around the concept of education environment, such as those conducted previously. However, studies on the effects of education environment approaches in institutions, which offer courses in the field of process, system, and course guidelines, are still found. Education is recognized as one of the 5 sub-factors of infrastructure that can generate economic growth for a country (IMD World Competitiveness Yearbook, 2011-2015). Education institutions provide opportunities for students with all academics aimed at stocking the workforce with competent people.

Lewin (1936) examined the learning environment on human behavior and began the concept of learning environment. Murray (1951) concluded Murray's model of learning environment, which was further refined by Walberg and Anderson (1968) and Fraser in the early 1980s. Studies about learning environment are still relevant because of their importance in helping to improve learning outcomes. Moos (1974) studied individuals' characteristics in a human environment and categorized them into three dimensions - relationship, personal development, and change of system. Relationship dimensions assess the nature of the relationships, the level of involvement, support and assistance given by individuals in their psychosocial environment. Human development dimension assessed individual progress towards personal growth and self-enhancement. The third dimension, change of system, assessed the extent to which the environment is regulated and controlled. To many scholars, learning environment refers to the social, academic and organizational contexts in which learning occurs and that affect students' commitment and achievements. There are many ways to assess the education environment such as using students' perception about the institution to evaluate the learning environment. This is essential because the students are the individuals who are directly involved in the learning environment. The results of this study found that the environment could reflect the commitment and satisfaction in institutions.

3.3 Academic system

This is a process of delivering knowledge, skills, and creative thinking to students, also known as teaching. During the process of teaching, instructors need to create activities based on the abilities and needs of the students in a class. Furthermore, instructors act as role models in guiding to demonstrate satisfaction towards their self-achievements. Thus, instructors form a critical factor that may contribute to quality self-achievements of students. A program Goals/Objectives of curriculum should involve the goals and objectives of the instructor's teaching and the student's learning. Clarity of the objectives presented to students is assumed to facilitate students' understanding of the content and skills needed to master the learning and produce the expected outcomes from the curriculum. Preparing teaching for instructors will affect the quality of achievement by students. Clarity in the goals and objectives of learning will influence the students' mastery of the subject.

3.4 Learning resources

The educational institutions provide sufficient facilities. A classroom with adequate learning resources is more effective to successful learning. Environmental conditions of the class such as lighting, temperature, air quality and resources should be of concern prior to the beginning of the teaching and learning process. A conducive environment will enhance students' interest in learning, and they will be

more likely to focus on the lessons delivered by the teacher. Norlia et al. (2006) studied the relationship between environment, elements of input and output of students found through multiple regression analysis that environmental factors such as learning resources were a significant contribution. Noraimi Azlin Mohd Nordin et al. (2010) studied the level of community college students' generic skills, which revealed that the learning facility was a significant contributor to the students' generic skills development.

3.5 Learning society

This involves the students, friends, advisors and instructors in the education environment. As a study by Nordin et al. (2010) found, assessing the level of community college students' generic skills revealed that peer interaction in a learning community contributes significantly to the level of generic skills acquisition among community college students in Malaysia. The main findings showed that interaction among peers was the highest contributor followed by interaction with the instructors who teach. Norlia et al. (2006) also obtained similar results in their study evaluating the relationship factors between environment factors and elements of input and output of student's factors, environmental factors such as the quality of academic interaction were revealed as being a major contribution through multiple regression analysis.

Many studies have shown the impact of environmental factors on student commitment approaches. Despite the importance of such studies, studies on technical learning are scarce. Thus, this study aimed to determine the influence of education environment on private university students' commitment in Pathum Thani Province. This study used questionnaires to collect the research data. Data was analyzed using Multiple regressions, which were conducted to predict the educational environment factors that influenced the level of students' commitment.
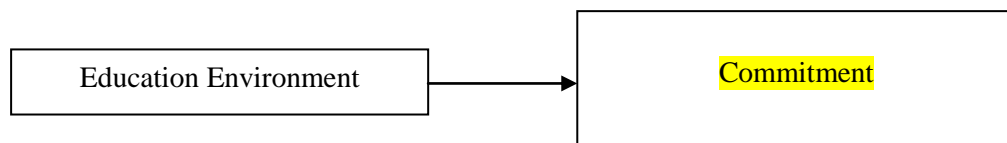
Figure 1 Framework

3.6 Research design

This study employed a deductive and quantitative approach. This facilitated the investigation into the relationship between education environment factors and students' commitment at private universities in Pathum Thani Province. Quantitative data was collected by paper-based surveys. The study population comprised higher education students studying at four private universities throughout Pathum Thani Province during the 2/2561 semester.

3.7 Methodology

They were developed to examine students' commitment at four private universities in Pathum Thani Province based on the theories of the relationship between education environment and students' commitment. This survey research was conducted using 400 students at four private universities in Pathum Thani Province. A questionnaire was developed based on the collected research data. The questionnaire contained three parts: Part A consisted of items related to student demographics; Part B of the questionnaire was about learning environment consisting of three constructs; and Part C of the questionnaire was about commitment. A questionnaire about their commitment to education is in part 2 and part 3 of a series of questions about nature (Rating scale) by Li Kurt (Likert scale) 5 levels. Guide the very least, moderate and minimal. Confidence was tested using Cronbach's (Cronbach) coefficient alpha (alpha coefficient) by the level of 0.855, which is considered reliable enough for data collection.

Data collection was conducted by collecting manually through the questionnaire distributed to 400 samples. During the first semester, S / 2561, which was during the month of June 2561, data was collected from samples. Means of random samples and questionnaires were accidental (Accidental Sampling).

Data analysis was analyzed using statistical procedures including descriptive analysis of frequency, Percentage, Mean, standard deviation, coefficient of Pearson, regression analysis to evaluate the relationship between the education environment and commitment.

Reliability of measurement was assessed by examining the Cronbach's Alpha, which measures internal consistency of reliability. A Cronbach's Alpha above 0.750 is considered acceptable for most research objectives. This showed that the Cronbach's Alpha for research variables ranged from .760 to .836

Table 1 Reliability statistics-Cronbach's Alpha

variables	Conbach's Alpha Coeificient
physical	.836
Academic	.836
social	.760
commitment	.829

4. Results and Discussion

The results showed that the samples of 400 persons classified as male, 176 (44.0%) women, 224 (56.0%), class year, most 3rd year of 117 people (29.3%) and the lowest. 4th year, more than 14 people (3.5%) earn less than 15,000 baht 265 people (66.3%) in the study. Administration at least 182 people (45.5%).

Table 2 Results of education environment.

Education environment variable	Mean	S.D.
Environment factors	3.39	.539
1. The physical environment is supportive to learning (Physical 1)	3.64	.729
2. Material and equipment for study is appropriate and adequate (Physical 2)	3.64	.738
3. The classroom is orderly and suitable for learning(Physical 3)	3.90	.753
4. Institution provided appropriate protective equipment for emergency situations (Physical 4)	4.01	.772
5. Environment in Institution make you live with happiness. (Physical 5)	4.08	.837
Academic system factors		
1. Institution has a clearly system that encourages students to complete their studies. (Academic 1)	3.92	.786
2. Instructors have clearly guidelines for teaching and assessment. (Academic 2)	4.02	.766
3. A advisors system able to take care of the students appropriately(Academic 3)	3.96	.787
4. Instructors encourage students to have freedom to thinking and doing projects as a teamwork (Academic 4)	4.02	.845
5. All subjects are accordance with the current situation. (Academic 5)	3.97	.808
Social factors		
1. You always get guidance and assistance with classmates . (Social 1)	4.23	.829
2. You aware of their learning responsibilities. (Social 2)	4.29	.754
3. You always joint classroom activities for better relationships with classmates. (Social3)	4.27	.719
4. In the classroom, always have organized various and continuously activities. (Social 4)	4.21	.745
5. You and Instructors have a good relationship. (Social 5)	4.31	.732
Commitment factors		
1. Feelings like a part of the class and always participate in activities	4.12	.790
2. Instructors recognition of knowledge and ability of student	4.02	.915
3. Proud to study at this Institution	3.96	.881
4. This institution gives the opportunity to study and quality of life.	4.11	.742
5. This institution has makes you feel important in society.	4.08	.798

Hypothesis testing

In the first step, bivariate correlations were computed to analyze the proposed relations between variables. The Pearson's correlation coefficients confirmed significant positive associations between the

predictors and the dependent variable. Next, multiple regressions was done to investigate the relative of environment and commitment. The results of the regressions were illustrated in the table below.

Table 3 Results of multiple regression analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.451*	.203	.193	.48049	

Model		Sum of Square	df	Mean Square	F	Sig.
1	Regression	23.187	5	4.637	20.087	.000
	Residual	90.961	394	.231		
	Total	114.148	399			

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std.Error	Beta		
(Constant)	1.981	.154		12.862	.000
Physical1	.110	.040	.148	2.773	.006
Physical2	.081	.040	.111	2.041	.042
Physical3	.062	.036	.091	1.707	.089
Physical4	.095	.037	.135	2.573	.010
Physical5	.099	.031	.159	3.177	.002

Prior to interpreting the result, regression assumptions were checked. Firstly, the boxplots and histograms showed that each variable was normally distributed and free from outliers, Secondly, the partial plots and scatterplots indicated that the assumptions of linearity and homoscedasticity were met (Allen & Bennett, 2012).

In combination, the physical factors (i.e. physical1 physical2) explained a significant 20.3% of the variation in commitment, $R^2 = 0.203$, F = 20.087, p < 0.05. Specifically, Physical 1($B = .110$, $t = 2.773$, $p < 0.05$), , Physical 4($B = .095$, $t = 2.573$, $p < 0.05$), , Physical 5($B = .099$, $t = 3.177$, $p < 0.05$). Furthermore, the standardized regression coefficients revealed that Physical 5 (B = .159) was the most influential variable that accounted for the variation in commitment, followed by Physical1 ($B = .148$) and Physical 4 ($B = .135$)

Table 4 Results of multiple regression analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
2	.479*	.230	.220	.472	

Model		Sum of Square	df	Mean Square	F	Sig.
2	Regression	23.215	5	5.243	23.493	.000
	Residual	87.933	394	.223		
	Total	114.148	399			

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std.Error	Beta		
(Constant)	1.918	.151		12.664	.000
Academic 1	.171	.040	.225	4.218	.000
Academic 2	.076	.038	.108	2.012	.045
Academic 3	.019	.039	.027	.506	.613
Academic 4	.102	.030	.177	3.432	.001
Academic 5	.092	.036	.138	2.586	.010

In combination, the Academic factors (i.e. academic1 academic2) explained a significant 23.03% of the variation in commitment, $R^2 = 0.230$, F = 23.493, p < 0.05. Specifically, academic 1($B = .171$, $t = 4.218$, $p < 0.05$), Academic 2($B = .076$, $t = 2.012$, $p < 0.05$), Academic 4($B = .102$, $t = 3.432$, $p < 0.05$) , Academic 5 ($B = .092$, $t = 2.586$, $p < 0.05$). Furthermore, the standardized regression coefficients revealed that Academic 1 (B = .225) was the most influential variable that accounted for the variation in commitment, followed by Academic 4 ($B = .177$) and Academic 5 ($B = .138$).

Table 5 Results of multiple regression analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
3	.604*	.365	.340	.43463	

Model		Sum of Square	df	Mean Square	F	Sig.
3	Regression	41.608	5	4.476	19.215	.000
	Residual	72.539	394	.233		
	Total	114.148	399			

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std.Error	Beta		
(Constant)	2.110	.146		14.502	.000
Social 1	.016	.029	.030	2.552	.006
Social 2	.096	.034	.156	2.812	.005
Social 3	.074	.038	.116	1.960	.051
Social 4	.045	.034	.072	2.312	.019
Social 5	.159	.034	.233	4.707	.000

In combination, the Social factors (i.e. Social1 Social2) explained a significant 36.5% of the variation in commitment, $R^2 = 0.365$, F = 19.215, p < 0.05. Specifically, Social 1($B = .016$, $t = 2.552$, $p < 0.05$), , Social 2 ($B = .096$, $t = 2.812$, $p < 0.05$), Social 4 ($B = .045$, $t = 2.312$, $p < 0.05$), Social 5 ($B = .159$, $t = 4.707$, $p < 0.05$). Furthermore, the standardized regression coefficients revealed that Social 5 (B = .233) was the most influential variable that accounted for the variation in commitment, followed by Social 2 ($B = .156$) and Social 3($B = .116$).

Table 6 Results of multiple regression analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
4	.578*	.334	.329	.4380	

Model		Sum of Square	df	Mean Square	F	Sig.
4	Regression	38.127	3	12.709	66.203	.000
	Residual	76.021	396	.192		
	Total	114.148	399			

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std.Error	Beta		
(Constant)	1.050	.175		6.000	.000
Physical	202	.049	.204	4.099	.000
Academic	.279	.047	.288	5.999	.000
Social	.222	.039	.258	5.763	.000

In combination, the physical factors (i.e. physical1 physical2) explained a significant 33.4% of the variation in commitment, R = 0.578, F = 66.203, p < 0.05. Specifically, Physical ($B = .202$, $t = 4.099$, $p < 0.05$), , Academic ($B = .279$, $t = 5.999$, $p < 0.05$) , social ($B = .222$, $t = 5.763$, $p < 0.05$) contributed

significantly to the regression model. Thus, all the hypotheses are supported. That is, each environment factors has a significantly positive effect on the commitment. Furthermore, the standardized regression coefficients revealed that Academic (B = .288) was the most influential variable that accounted for the variation in commitment, followed by Related (B = .258) and Physical (B = .204)

5. Conclusion

The results of this study regarding the social system is a major factor affecting commitment among higher education students' deep approach, followed by the academic system factor and educational environment factors. A student who adopts a deep approach is interested in academic factors, such as finding the meanings in their academic system. As a response to the study question, it can be concluded that the education environment is significantly related to student's commitment. The results of this study contribute to the understanding of theoretical foundations on students' commitment within the scope of private universities and also understanding of the environment. It can be explained that the findings contribute to the improvement of performance in institutions.

The results of this study also indicate that the educational environment has a positive relationship to commitment, education environment factors, academic system factors and social factors. Identification can enhance feelings of belonging to an institution. They also increase involvement in individuals with a high degree of commitment, making them more likely to engage in social interaction. The study's general assumption is that as students accumulate more years of learning in an institution, they are likely to acquire greater learning from learning resources, academic system, and learning society. Particularly in a private university, the promotion of students is based primarily on their service and provides major advantages to them in the form of various activities and quality of learning life related to quality education.

The limitations of this study must be mentioned, such as the fact that the position of the instructors in the private university have not been taken into account. Such information, if considered, could be used to analyze commitment aspects from another perspective, as well as learn more about how they can influence student commitment. It is suggested that future studies include such information and other environment factors and aspects such as instructors and learning process. In this sense, another topic of academic and activities interest would be to analyze the students' commitment, thus enabling the evaluation of their environment in a concomitant way with their commitment contribution. Lizote, S. A. (2017) analyzed the relationship between organizational commitment and job satisfaction among civil servants in city halls. The theoretical platform that was used to approach organizational commitment was based on the model of Meyer and Allen (1991), which was validated in Brazil by Medeiros and Enders (1998). Regarding job satisfaction, the construct of Siqueira (2008) was used.

Student commitment in private universities in Pathum Thani refers to the emotional attachment and loyalty of an individual to the institution, which can be explained as a result of this study that it would have a positive and significant correlation with affective commitment. It has been indicated that commitment to the students on the basis of learning activities, considering a meaningful life, enjoying and being responsible in oneself can help to your achieve goals. Therefore, institutions should resolve to manage them with more commitment.

6. Acknowledgement

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